

DOCUMENT RESUME

ED 051 214

SP 007 313

TITLE Psychology.
INSTITUTION Bensalam Township School District, Cornwells Heights, Pa.
NOTE 57p.
EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29
DESCRIPTORS *Curriculum Guides, *High School Curriculum, *Psychology, *Secondary Education, *Social Sciences

ABSTRACT

GRADES OR AGES: High school (grades not specified).
SUBJECT MATTER: Psychology. **ORGANIZATION AND PHYSICAL APPEARANCE:** The course contains 12 units. The material is set out in columns--content, student activities, time, teacher activity or strategy, materials, and evaluation. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The introductory material lists six objectives for the student. Details of activities are given for each unit. **INSTRUCTIONAL MATERIALS:** Page references in the basic text, films, and other reference materials are listed for each unit. **STUDENT ASSESSMENT:** The method of evaluating each activity by quiz, interview, paper, or project, is stated, but details are not included. (MBM)

**SCHOOL DISTRICT OF BENSALAM TOWNSHIP
CORNWELLS HEIGHTS, PA.**

PSYCHOLOGY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED005121

PSYCHOLOGY

I. OVERVIEW

Psychology is the study of the behavior of human beings and lower animals to understand human behavior.

A study of psychology should provide an appreciation of the ways in which science can be applied to problems of behavior. At the same time it should be understood that psychology, like all sciences, has absolute and final answers. As a consequence of this, the student will be less likely to accept the sweeping claims and generalizations of the untrained observer. Hopefully, he will learn to recognize that many of the motives he attributes to others are his own reflections of his own needs and values. At the same time, he will approach the study of psychology with increasing objectivity. As the student progresses in his study of psychology, he will develop with an ever-increasing appreciation for the dignity, the importance, and the value of the study.

PSYCHOLOGY

of the behavior of human beings and lower animals in an attempt to better
ould provide an appreciation of the ways in which the general methods of
ms of behavior. At the same time it should be made clear that no science,
te and final answers. As a consequence of his study of psychology, the
ept the sweeping claims and generalizations that are made by the pseudo-
arn to recognize that many of the motives he attributes to others are real-
nd values. At the same time, he will approach the problems of his own
ty. As the student progresses in his study of psychology, he should emerge
ation for the dignity, the importance, and the brotherhood of man.

II. TEACHING OBJECTIVES (GENERAL)

To develop an understanding of psychology as the study of the behavior of animals and the part of the psychologist in developing and applying methods and study.

(SPECIFIC)

Upon completion of this course the student should be able to:

1. Recognize the various factors which influence the psychologist.
2. Define and recognize in their psychological context the terms used.
3. Infer the psychologist's point of view from selected portions of the literature.
4. Demonstrate familiarity with the methods by which the psychologist obtains the authenticity of evidence.
5. Write a brief summary explaining the use of psychology.
6. Construct, develop, and/or demonstrate a minimum of one major project.

AL)

of psychology as the study of the behavior of human beings and lower
ist in developing and applying methods and tools appropriate to this

FIC)

e the student should be able to:

ous factors which influence the psychologist's point of view.
e in their psychological context the terms used in this course.
ist's point of view from selected portions of his work.
arity with the methods by which the psychologist determines
ence.

nary explaining the uses of psychology.

, and/or demonstrate a minimum of one major project.

| What? Content? | Student Activities | Unit I Time | Teacher Activity or Strat |
|--|---|----------------|---|
| Psychology I. Definition II. Relationship To: 1. Science 2. Behavior 3. Organisms 4. Mind III. Psychology and the Sciences A. Chemistry B. Biology C. Anthropology D. Sociology IV. Psychological Methods A. Natural observation B. Directed observation C. Case study method D. Interview method E. Questionnaire F. Experimental | Given a list of the following 11 vocabulary words the student will be able to write definitions for 9 of them correctly in 20 minutes A. Psychology B. Theory C. Organism D. Behavior E. Heuristic F. Anthropology G. Sociology H. Phenomena I. Science J. Psychiatrist K. Psychologist Following an independent reading assignment in the textbook, the student will be able to discuss the relationship of psychology to the sciences and humanities by writing a 300 word report | 1 week | Teacher lecture Demonstrate simple Chemistry Exp. (candle and glass b Demonstrate simple experiments (people) |

| Unit I Time | Teacher Activity or Strategy | Materials | Evaluation |
|----------------|--|--|------------|
| 1 week | Teacher lecture | Text: <u>Psychology</u> Engle, Louis, Snellgrive | Quiz |
| | Demonstrate simple Chem. Exp. (candle and glass beaker) Demonstrate simple experi- ments (people) | <u>General Psycho-</u> <u>logy: A Survey</u> Aiken, L. Ch. 1 <u>General Psycho-</u> <u>logy</u> Swift, W.P. Ch. 8 | Project |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|---|--|------|--|
| | <p>After 1 period of instruction the student will be able to find the psychology section of the library, use the card catalog, and locate a specific magazine, book, or pamphlet</p> <p>Following an independent reading assignment in the textbook the student will be able to discuss the complexity of conducting experiments that deal with people rather than chemicals</p> | | Teacher guided tour and explanation of the library |
| <p>IV. Uses of Data</p> <p>A. Tests and measurements</p> <p>B. Procedures of the scientific method</p> <p>C. Uses of animals</p> <p>D. Use of experimental data</p> | <p>Without any help the student will be able to go to the library, locate, a magazine or pamphlet and write a 3 paragraph report on one of the six psychological methods of inquiry</p> | | |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|------|--|----------------------------|------------|
| | Teacher guided tour and explanation of the library | | Quiz |
| | | | Interview |
| | | Text: <u>Psychology</u> | Project |

| What? Content? | Student | Time | Teacher Activity or Strategy |
|--|--|------|--|
| 1. Major Fields and Measurements A. Laboratory Experimentation B. Assisting Individuals C. Group Psychology D. Educational Psychology | <p>When handed an "Experimental Procedure Sheet" and presented with raw data the student will be able to correctly summarize the data under the appropriate headings:</p> <p>A. Nature of experiment B. Procedures used C. Materials used D. Data collected E. Conclusions</p> <p>Given a list of the following 8 vocabulary words the student will be able to write definitions for 6 of them correctly in 15 minutes</p> <p>A. Control B. Hypothesis C. Subject D. Experimental group E. Dependent variable F. Independent variable G. Stimulus H. Response</p> | | <p>Distribute "Experimental Procedure Sheet" and hypothetical data</p> |

| | Time | Teacher Activity or Strategy | Materials | Evaluation |
|--|------|--|-----------|---|
| <p>"Experi- re Sheet" with raw data be able to harize the appropriate</p> <p>periment used sed ed</p> <p>the following ords the stu- e to write 6 of them cor- nutes</p> <p>al group variable variable</p> | | <p>Distribute "Experimantal Pro- cedure Sheet" and hypothetical data</p> | | <p>Teacher Evaluation</p> <p>Quiz</p> |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-------------------|---|------|--|
| | <p>From memory after independent study, the student will be able to write and explain in proper sequence the 5 steps of the scientific method</p> <ul style="list-style-type: none"> A. Observation B. Classification C. Comparison D. Generalization E. Verification <p>the</p> <p>Without help/student will locate in the library several psychological journals select a topic of general interest, to himself and summarize or outline the main concepts of the article.</p> | 4 | <p>Overhead transparency showing the scientific method</p> |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|---|--|-----------|----------------------------|
| <p>nde- dent nd ex- ce the ic</p> <p>will lo- veral sel- inter- m- main</p> | <p>Overhead transparency show- ing the scientific method</p> | | <p>Quiz</p> <p>Project</p> |

| What? Content? | Student Activities | Unit II Time | Teacher Activity or Strategy |
|--|---|-----------------|---|
| <p>1. Misunderstood Aspect of Psychology</p> <p>2. Psycho Analysis</p> <p>3. Definition Purposes</p> <p>4. Hypnosis Use</p> <p>5. Misconceptions</p> <p>6. Dangers</p> | <p>Given a list of the following 19 words and a matching list of definitions, the student will be able to correctly match 80% of them in 10 minutes</p> <p>A. Psycho Analysis B. Sigmund Freud C. I.Q. D. Ego E. Super Ego F. Conscious G. Pre conscious H. Unconscious I. Parapsychology J. Mesmer K. Reflex L. Instinct M. Post Hypnotic N. Pre cognition O. Hypnosis P. Behavior Q. Clairvoyance R. Telepathy S. Psychokinesis</p> | <p>2 weeks</p> | <p>Teacher lecture and text r ing</p> |
| | <p>After doing research in the library the student will be able to write a brief report on the life of Sigmund Freud and evaluate his contributions to psychological research</p> | | <p>Library Research Period</p> |

| | Unit II Time | Teacher Activity or Strategy | Materials | Evaluation |
|---|-----------------|---------------------------------------|---|------------|
| wing g stu- rect- h 10 | 2 weeks | Teacher lecture and text read- ing | Text: <u>Psychology</u> Engle & Snellgrove Ch. 2 | Quiz |
| the be port Freud ou- research | | Library Research Period | | Project |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|--|---|------|------------------------------|
| I. Parapsychology A. Definition 3. Telepathy | <p>Following independent study in the textbook and a teacher lecture, the student will be able to compare and contrast in an essay the Greek meaning of "Mind," with that of the modern psychologist</p> <p>When given a psychological pamphlet the student will be able to discuss orally the use of hypnosis in medicine or as anesthesia</p> <p>After listening to the tape of "The Strange Case of Bridie Murphy," the student will be able to assess and evaluate orally the phenomena of hypnosis</p> | | |
| III. Instinct or species - specific behavior A. Species - specific B. Matings and Maternal behavior C. Alteration D. Other explanations | <p>When given a psychological journal the student will be able to read and summarize an article on E. S. P.</p> | | Play tape of "Bridie Murphy" |

| | Time | Teacher Activity or Strategy | Materials | Evaluation |
|--|------|-------------------------------------|-----------|-------------------|
| <p>study teacher will be con- Greek with ycho-</p> | | | | <p>Essay quiz</p> |
| <p>logical will be the dicine</p> | | | | <p>Interview</p> |
| <p>tape of Bridie will be valuate a of</p> | | <p>Play tape of "Bridie Murphy"</p> | | <p>Interview</p> |
| <p>logical ll be marize</p> | | | | <p>Project</p> |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy | M |
|-------------------|--|------|--|---|
| | When given a deck of playing cards the student will be able to conduct an E. S. P. experiment, collecting and recording raw data, drawing conclusions and summarizing the results | | Conduct experiment with playing cards | |
| | When given the materials the student will be able to conduct an experiment in telepathy. He will collect, record, draw conclusions, summarize results from the data derived | | Conduct experiment with playing cards | |
| | After 1 period of the independent study in the library the student will write a report and identify the characteristics of instinctive behavior in animals | | Library research project and film | |
| | When given a diagram of the central nervous system the student will be able to label the parts of the brain, the areas where sensory perception occurs, and trace the path of afferent and efferent impulses along the system of nerves, within 20 minutes | | Overhead transparency showing the central nervous system | |

| | Time | Teacher Activity or Strategy | Materials | Evaluation |
|---|------|---|---|-------------------------|
| aying e able x- d re- ing riz- | | Conduct experiment with play- ing cards | | Teacher evalu- ation |
| ls to in ct, ns, m the | | Conduct experiment with play- ing cards. | | Teacher evalu- ation |
| de- rary re- ara- be- | | Library research project and film | Film: "Mother Love" 26 min. - new born monkeys with substitute mothers. Carou- sel Films, Broad- way, N. Y. | Project |
| of the the label the er- ce ef- he | | Overhead transparency show- ing the central nervous system | Overhead trans- parency showing central nervous system | Quiz |

minutes

| What? Content? | Student Activities | Unit III Time | Taching Activity or Strategy | Ma |
|--|---|------------------|----------------------------------|--|
| I. Principles of Learning A. Learning 1. Trial and Error | <p>Given a list of the following 19 words and a matching list of definitions, the student will be able to correctly match 15 within 15 mins.</p> <p>A. Classical Conditioning B. c-Response C. c-Stimulus D. Counter Conditioning E. Discrimination F. Extinction G. Frame H. Implicit Behavior I. Insight J. Learning K. Linear Program L. Branching Program M. Negative Reinforcement N. Operant Conditioning O. Positive Reinforcement P. Programed Learning Q. Spontaneous Recovery R. Unconditioned Response S. Unconditioned Stimulus</p> <p>Given the materials the student will be able to construct a finger maze or animal maze, conduct an experiment, tabulate the data and summarize the conclusions</p> | 3 weeks | Teacher lecture and text reading | <p>Bas Bas Mun and</p> <p>Gen logy Aike Ch.</p> <p>Gen logy Swift</p> <p>Filr Way con maz McC 18 r</p> |

| | Unit III Time | Taching Activity or Strategy | Materials | Evaluation |
|---|--------------------|---|--|----------------------------------|
| <p>Following ing e stu- correct- mins. oning</p> <p>ing</p> <p>ear Program am cement ing ement ing very sponse mulus</p> <p>the stu- construct mal peri- ate and usions</p> | <p>3 weeks</p> | <p>Teacher lecture and text read- ing</p> <p>Build a maze and conduct an experiment</p> | <p>Basic Text: <u>Basic Psychology</u> Munn, Fernald, and Fernald Ch. 4</p> <p><u>General Psycho- logy: A Survey</u> Aiken, Lewis R. Ch. 6</p> <p><u>General Psycho- logy</u> Swift, W.P. Ch. 7</p> <p>Film: "<u>Conflict</u>" Ways of resolving conflict using mazes and rats McGraw-Hill 18 min.</p> | <p>Quiz</p> <p>Project paper</p> |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy | |
|---|--|------|---|---------------------------------|
| 1. Classical Conditioning 1. Pavlov 1. Other types 3. Practical applications | After on period of independent study in the library the student will be able to write a report and draw inferences on Pavlov regarding his methods, point of view, his contributions to scientific study of behavior | | Library research period and film | F R a C f F Z |
| C. Operant conditioning 1. Reinforcement | Given a 4 week period of semi-independent study the student will be able to collect, describe, and analyze the effectiveness of conditioning in magazine, TV, and Radio advertising | | | |
| D. Operant Conditioning 1. Punishment | Following independent reading in the text the student will be able to define the difference between classical and operant conditioning and cite 3 examples of each | | | |
| E. Programed Learning | Given the materials the student will solve 2 mechanical puzzles and describe orally | | Distribute puzzles - allow students to experiment | |
| F. Learning by Insight | a learning experience by insight | | | |

| | Time | Teacher Activity or Strategy | Materials | Evaluation |
|--|------|---|--|------------|
| <p>t independent</p> <p>ry the stu-</p> <p>to write a</p> <p>inferences</p> <p>ing his me-</p> <p>ew, his con-</p> <p>ntific study</p> | | Library research period and film | Film: "Conditioned Reflexes" Pavlov and The Theory of Conditioned Reflexes, Brandon Films, N. Y. 20 min. | Project |
| <p>eriod of semi-</p> <p>y the student</p> <p>ollect, de-</p> <p>alyze the ef-</p> <p>nditioning in</p> <p>nd Radio</p> | | | | Project |
| <p>ndent read-</p> <p>e student will</p> <p>the difference</p> <p>l and operant</p> <p>cite 3 ex-</p> | | | | Quiz |
| <p>als the stu-</p> <p>mechanical</p> <p>ribe orally</p> <p>ience by in-</p> | | Distribute puzzles - allow students to experiment | | Interview |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy | Ma |
|--|---|----------------------|----------------------------------|----|
| 1. How to Learn Efficiency | Given a list of the following 18 vocabulary words the student will be able to accurately define 14 in 20 mins. | Unit IV 1 week | Teacher lecture and Text Reading | Ma |
| 2. Transfer | | | | Ma |
| B. Other Factors | A. Coding | | | Ge |
| Motivation | B. Distributed Practice | | | Al |
| 3. Meaning Fullness | C. Latent Learning | | | Ge |
| Knowledge of Results | D. Long Term Memory | | | Sw |
| 4. Massed versus Distributed Practice | E. Massed Practice | | | |
| 5. Whole Learning versus Part Learning | F. Memory Trace | | | |
| 6. Mnemonic devices | G. Motivation | | | |
| 7. Overlearning | H. Negative Transfer | | | |
| 8. Latent Learning | I. Nonsense Syllable | | | |
| | J. Overlearning | | | |
| | K. Part learning | | | |
| | L. Plateau | | | |
| | M. Positive Transfer | | | |
| | N. Retention | | | |
| | O. Selective Forgetting | | | |
| | P. Short-term Memory | | | |
| | Q. Transfer | | | |
| C. The progress of Learning | R. Whole Learning | | | |
| | Given the materials the student will be able to conduct a transfer experiment, collecting conclusions and summarizing his results | | Conduct star drawing experiment | |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|---|---|--------|------------------------------|
| | Given the materials the student will be able to conduct a memory experiment devising his own nonsense syllable and abstract figures. He will collect and record data, draw conclusions, and summarize results | | Conduct memory experiment |
| L. Remembering | Following 4 weeks of independent study the student will | | Independent study |
| F. Forgetting | collect, organize, develop, and plan visual materials for a notebook or bulletin board that will illustrate 4 aspects that affect learning | | |
| Unit V | | | |
| The Process of Thinking | Given a list of the following 13 vocabulary words the student will be able to write definitions for 9 of them correctly in 20 minutes | 1 week | Teacher lecture |
| A. Basic Elements | A. Autistic Thinking | | |
| B. Concepts | B. Concept | | |
| C. Uncritical Thinking | C. Concept Formation | | |
| D. Creative Thinking | D. Creative Thinking | | |
| E. Imagining | E. Deductive Thinking | | |
| F. Reasoning | F. Inductive Thinking | | |
| G. Applying Principles of learning to study and thinking examinations | G. Delusion J. Inspiration | | |
| | H. Fantasy K. Reasoning | | |
| | I. Eidetic Imagery | | |
| | L. Symbol M. Thinking | | |

| Time | Teacher Activity or Strategy | Materials ¹ | Evaluation |
|---|------------------------------|---|------------|
| e stu- duct de- e syl- tes. ord , and | Conduct memory experiment | <u>General Psychology</u> Swift, W. P. Ch. 9 <u>General Psychology</u> Aiken, L. R. Ch. 6 | Project |
| nde- nt will elop, als in e 4 ning | Independent study | | Project |
| wing 1 e stu- week te de- cor- | Teacher lecture | <u>Basic Text: Ch. 5</u> <u>General Psychology</u> Aiken, L. R. Ch. 7 <u>General Psychology</u> Swift, W. P. Ch. 11 | Quiz |
| ration oning pc | Thinking | | |


| What? Content? | Student Activities | Time | Teacher Activity or Strat |
|-------------------|--|------|---|
| | <p>Following an independent reading assignment in the textbook the student will be able to outline the suggested methods for efficient reading and evaluate the extent to which the methods are based upon proven psychological principles</p> <p>Following an independent reading assignment in the textbook the student will be able to outline the suggested methods for taking essay and objective examinations. He will evaluate the extent to which these methods are based upon psychological principles and demonstrate their application</p> <p>Given a hypothetical situation the student will demonstrate inductive and deductive reasoning</p> | | <p>Independent study</p> <p>Independent study</p> |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|------------------------------|------------------------------|-----------|--------------------|
| Lead- book out- | Independent study | | Project Paper |
| all- o- s | | | |
| Lead- book out- | Independent study | | Project - Paper |
| ive luate meth- lo- | | | |
| ion te a- | | | Quiz |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy | Ma |
|---|---|---------|---|----------|
| | <p>Following independent study the student will analyze a newspaper editorial and cite evidence of uncritical thinking</p> <p>Following an independent textbook reading the student will construct and conduct an experiment on concept development. He will record data, summarize results, and draw conclusions</p> | | <p>Student will bring in several editorials from more than one newspaper for analysis</p> <p>Conduct concept formation experiment</p> | |
| UNIT VI | | | | |
| I. Understanding Personality | Have the students list in their notebook, after reading the text, the major theories concerning personality formation | 2 weeks | Lecture | Ba |
| A. Popular versus The Scientific View of Person | | | | Ge Sw |

| | Time | Teacher Activity or Strategy | Materials | Evaluation |
|--------------------------------------|---------|--|---|------------|
| Study cite link- | | Student will bring in several editorials from more than one newspaper for analysis | | Interview |
| Ident ect t e- e- ons | | Conduct concept formation experiment | | Project |
| ad- theo- lity | 2 weeks | Lecture | Basic Text: Ch. 6 <u>General Psychology</u> Swift, W. P. Ch. 12 | Project |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|---|---|------|---|
| <p>B. The Development of Personality</p> <p>C. The Normal Distribution</p> <p>D. Theories of Personality</p> <p>E. Correlation</p> <p>F. Scientific Techniques for Measuring Personality</p> <p>1. Ratings</p> <p>2. Inventories</p> <p>3. Interviewing</p> <p>4. Behavior Sampling</p> <p>5. Projective Techniques</p> | <p>When supplied with raw data the student will graph and interpret the results --</p> <p>Identifying correctly all of the following:</p> <p>A. Normal Distribution</p> <p>B. Frequency -- Compute</p> <p>C. Mean</p> <p>D. Median</p> <p>E. Mode</p> <p>To have the students discuss and compare their impressions after viewing an ink blot from the overhead projector</p> <p>Have each student construct a project using cartoons as examples of stereotypes</p> <p>Have the students write a 3 paragraph essay analyzing the stereotypes on TV shows, magazines, and advertising</p> <p>After 2 periods of independent study in the library have a student summarize for the class the work of Hermann Rorschach</p> | | <p>Construct project-graph</p> <p>Student oral presentation and discussion</p> <p>Oral presentation of projects</p> |

| | Time | Teacher Activity or Strategy | Materials | Evaluation |
|---|------|---|--|----------------------------|
| <p>es</p> <p>with raw data</p> <p>graph and</p> <p>sults --</p> <p>ectly all of</p> <p>tribution</p> <p>- Compute</p> | | <p>Construct project-graph</p> | | <p>Quiz</p> <p>Project</p> |
| <p>Students discuss</p> <p>their impres-</p> <p>sioning an ink</p> <p>overhead pro-</p> | | <p>Student oral presentation and discussion</p> | <p>Overhead projectural</p> | <p>Teacher Observation</p> |
| <p>Students construct</p> <p>cartoons as</p> <p>stereotypes</p> | | |  | <p>Project</p> |
| <p>Students write a 3</p> <p>minute analyzing</p> <p>on TV shows</p> <p>advertising</p> | | | | <p>Project - paper</p> |
| <p>Students of indepen-</p> <p>dent library</p> <p>summarize</p> <p>the work of</p> <p>the</p> | | <p>Oral presentation of projects</p> | | <p>Project - paper</p> |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-------------------|--|------|------------------------------|
| | <p>Have the students define the following methods of personality measurement in 30 min. correctly</p> <ul style="list-style-type: none"> A. Ratings B. Inventories C. Interviewing D. Behavior Sampling E. Projection <p>After constructing a list of the characteristics of introverts and extroverts from the text each student will be able to write an essay on the topic "Is it fair to judge a person on personality alone?"</p> <p>The student, given a matching list of definitions, will be able to correctly match 80% of the following:</p> <ul style="list-style-type: none"> A. Ambiversion B. Assessment C. Coefficient of Correlation D. Correlation E. Critical Incident Technique F. Extroversion G. Graphic Rating Scale H. Halo Effect I. Introversion J. Interviewing K. Inventory | | |

| Activities | Time | Teacher Activity or Strategy | Materials | Evaluation |
|--|------|------------------------------|-----------|------------|
| Students define the methods of person- ment in 30 min. | | | | Quiz |
| Sampling | | | | |
| Constructing a list of istics of intro- roverts from student will be an essay on the ir to judge a personality alone?" | | | | Quiz |
| When a match- initions, will orrectly match ollowing: | | | | Quiz |
| ion ent at of Correlation on ncident Technique ion ating Scale ct on | | | | |
| Interviewing | | | | |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-----------------------------|--|--------|--|
| | L. Mean M. Normal Curve N. Frequency Distribution O. Negative Correlation P. Positive Correlation S. Rorschach Ink T. Sampling Error U. Statistics V. Stereotype W. Trait | | |
| Unit VII | | | |
| A. How Behavior Develops | The students will be able to define and explain 80% of the following: | 1 week | Construct a sociogram (as per page 390) |
| B. Physical Development | A. Anxiety | | |
| C. Motor Development | B. Clique | | |
| D. Emotional Development | C. Cross-Sectional Approach | | |
| E. Social Development | D. Development | | |
| F. How Personality Develops | E. Longitudinal | | |
| G. Mental Development | F. Mental Traits J. Socialization | | |
| | G. Observation K. Stimulus Generalization | | |
| | H. Personality L. Worry | | |
| | I. Self-Concept | | |
| | Have each student, after reading the text, explain the effect of the following on personality correctly | | Demonstrate Auto-Kinetic Illusion (as per pg. 442) |
| | A. Maturation | | |
| | B. Motor Development | | |
| | C. Emotional Development | | |
| | D. Social Development E. Mental Development | | |

| s | Time | Teacher Activity or Strategy | Materials | Evaluation |
|---|-----------|---|--|------------|
| ve istribution relation relation kblot R. Rating | | | | |
| l be able to in 80% of the | 1 week | Construct a sociogram (as per page 390) | Basic Text: Ch. 7 <u>General Psycho-</u> <u>logy</u> , Aiken, L. R. Ch. 9 | Quiz |
| onal Approach | | | <u>General Psycho-</u> <u>logy</u> , Swift, S. P. Ch. 2 | |
| s J. Socialization K. Stimulus Generalization L. Worry | | | | |
| ent, after , explain the lowing on rectly | | Demonstrate Auto-Kinetic Illusion (as per pg. 442) | <u>Gen. Psychology</u> Aiken, L. R. | Quiz |
| opment evelopment c E. Mental Development | | | | |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-------------------------------------|---|---------------------------|--|
| | After doing independent study in the library each student will summarize the work of Arnold Gesell | | |
| | Have a committee of students, by using the interview method, a random sample of senior students, collect data, on the trends in fears and worries of fellow classmates. Conduct a second sampling of another grade - contrast and compare the results and report their findings to the class. | | Presentation of sampling results |
| Unit VIII | | | |
| 1. Measuring Intellectual Ability | Given a list of the following words and a matching list of definitions the student will be able to correctly match | 1 week | Presentation: Guidance counselor to explain limitations of I. Q. tests and demonstrate how successive testing may result in fluctuating scores. Explain how a psychologist computes an I. Q. |
| A. Measuring of Intelligence | of them in 20 minutes | | |
| B. Individual Tests of Intelligence | A. Chronological Age | | |
| C. Group Tests of Intelligence | B. Educable | I. Performance Test | |
| D. The Intelligence Quotient | C. Genius | J. Stanford-Binet | |
| | D. Gifted | K. Trainable | |
| | E. Intelligence | L. Wechsler Intell. Scale | |
| | F. I. Q. | | |
| | G. Mental Age | | |
| | H. Retarded | | |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|------------------------|--|--|--------------------|
| dy | | | Project Paper |
| nte , hod, | Presentation of sampling results | | Project written |
| g . 1 of week be | Presentation: Guidance counselor to explain limitations of I. Q. tests and demonstrate how successive testing may result in fluctuating scores. Explain how a psychologist computes an I. Q. | Textbook. Ch. 8 <u>Gen. Psychology</u> Swift, W.P. Ch. 10&11 | Quiz |
| rmance | | | |
| rd- | | | |
| able | | | |
| slcr | | | |
| cale | | | |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|--|--|------|------------------------------|
| <p>E. Practical Application of Intelligence Tests</p> <p>F. Mental Retardation</p> <p>G. Superior Intelligence</p> | <p>When given mental age and chronological age the student will be able to calculate I. Q.</p> <p>Following independent reading in the textbook the student will be able to develop and construct ten items that could be used in an intelligence test designed to measure space factors, number factors, inductive and deductive reasoning</p> <p>Following an interview with a guidance counselor, the student will be able to write an essay describing what tests are administered to the student body, and evaluate the purpose of each test</p> <p>When given one class period to evaluate his personal qualities, the student will be able to assess such qualities as over-achievement, under-achievement, self-confidence, procrastination, a critical attitude</p> | | |

| Time | Teacher Activity or Strategy | Materials | Evaluation Quiz |
|--|------------------------------|---|--------------------|
| age and the stu- calculate | | Film: " <u>Testing Intelligence with the Stanford Binet</u> " 18 min. Indiana Univ. Films | Project |
| ent read- the stud- develop ems that intelli- to meas- number and de- | | | Project Paper |
| iew with or, the to write what red to nd evalu- each test | | | |
| ss period onal qual- ill be able ities as under- confidence, critical | | Film: " <u>The Development of Individual Dif- ferences</u> " 13 min. Penn State #150-11 | Paper |
| | | <u>General Psychology</u> Aiken, L. R. Ch. 8 | |

| What? Content | Student Activities | Unit IX Time | Teacher Activity or Strategy | Ma |
|--|--|-----------------|---|---|
| I. Heredity and Environment A. Heredity or Environment? B. Studies Emphasizing the Importance of Heredity C. Studies Emphasizing the Importance of Environment D. Studies of Twins E. Motivation F. Maturation G. Unusual Studies H. Practical Conclusions | <p>Given a list of the following 13 vocabulary words the student will be able to correctly define 10 of them in 20 min.</p> <p>A. Chromosomes B. Dominant Characteristics C. Environment D. Eugenics E. Fraternal Twins F. Genes G. Genetics H. Heredity I. Identical Twins J. Maturation K. Recessive Characteristics L. Siblings M. Mendel's Law</p> <p>Following independent reading in the textbook the student will be able to write an essay evaluating the effect of heredity and environment upon the individual</p> <p>Following independent study in the library the student will be able to write an essay describing the German Nazi movement and identify the elements of the super race philosophy</p> | 1 week | <p>Lecture</p> <p>Reading</p> <p>Film presentations and critiques</p> | <p>Ou</p> <p>Or</p> <p>Gr</p> <p>Ba</p> <p>Ge</p> <p>Sw</p> <p>Fi</p> <p>An</p> <p>Ho</p> <p>en</p> <p>N.</p> <p>Fi</p> <p>Bu</p> <p>Ge</p> <p>La</p> |

| | Unit IX | | Materials | Evaluation |
|----------------------------------|-----------|-----------------------------------|---|------------|
| ing stu- ect- 0 | 1 week | Lecture Reading | <u>Our Changing Soc.</u> Quiz <u>Order, Gavian, Gray,</u> <u>Groves Ch. 6</u> Basic Text: Ch. 9 <u>Gen. Psychology</u> <u>Swift, W. P. Ch. 1 & 2</u> | |
| st- | | | | |
| stics | | | | |
| ead- u- e an ct nent | | Film presentations and critiques | Film: " <u>The Social</u> <u>Animal</u> " 29 min. How Man is Influ- enced by Society, N. E. T. Indiana U. Film Center | Paper |
| study t will y de- zi | | | Bucks Co. Film Genetics, <u>Mendel's</u> <u>Laws</u> (13½ min.) 5320 | Paper |
| h | | ents of the super race philosophy | | |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy | M |
|--------------------------------------|---|--------|----------------------------------|---------------------|
| | Given a pamphlet in psychology the student will be able to summarize or outline the results of 5 scientific studies of twins | | Film presentations and critiques | Ha Er (9 |
| Unit X | | | | |
| 1. Biological Influences on Behavior | After observing a series of students taking the block test - the student will be able to draw | 1 week | Lecture Reading | Ba Ba M Fe |
| A. Nervous System | Inferences regarding: | | | |
| B. The Brain | A. Spatial relationships | | | |
| C. Reaction time | B. Reaction time | | | |
| D. Glands | C. Differences among people | | | |
| E. External stimulus | Have the students listen to a demonstration of a Lie Detector and write a 4 paragraph essay including the material from the text on the topic "Can the Lie Detector be Wrong? " | | | On to |
| F. Emotional Behavior | The student, when given a list of the following terms, will be able on a matching quiz to correctly match 80% in 20 min. | | | Sc N |
| | A. Adrenal Gland | | | |
| | B. Alpha Wave | | | |
| | C. Autonomic Nervous System | | | |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|-----------|----------------------------------|--|------------|
| | Film presentations and critiques | <u>Heridity and Family Environment</u> (9 min.) 472 | Paper |
| 1 week | Lecture Reading | Basic Text: Ch. 10 <u>Basic Psychology</u> Munn, Fernald & Fernald, Ch. 7 | Paper |
| | | Overhead Projector presentation | |
| | | Schematic - Brain Nervous System | Paper |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-------------------|---|------|------------------------------|
| | D. Central Nervous System E. Cerebrum F. Cortex G. Cretisism H. Duct Glands I. Ductless Glands J. Electro Encephalograph K. Endocrine Glands L. Frontal Lobes M. Galvanic Skin Response N. Gonads O. Hormones P. Hypothalamus Q. Parasympathetic System R. Peripheral System S. Rapid Eye Movement T. Sympathetic Nervous System U. Reaction Time When given 2 weeks of time the student will be able to collect pictures from maga- zines. Draw and letter il- lustrations and construct a bulletin board that explains the effects of age, alcohol, drugs, and tobacco on re- action time | | |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|--|------------------------------|---|------------|
| tem | | <u>Basic Psychology</u> Swift, W. P. Ch. 2&6 | Quiz |
| aph | | <u>Basic Psychology</u> Aiken, L. R. Ch. 2 | |
| onse | | | |
| stem | | | |
| t e System | | | |
| time to naga- t il- act a ains hol, re- | | | Project |

| Unit XI | | | |
|--------------------------|---|---|------------|
| Time | Teacher Activity or Strategy | Materials | Evaluation |
| 22 ent of e- | 2 weeks | Basic Text: Ch. 11 Film: " <u>Facial Vision</u> " 2 min. Cornell U. Films, Cornell, N. Y. - Location of obstacles by blind people | Quiz |
| | Conduct demonstration re: optical illusions: size con- sistency, shape consistency, perceptual vigilance . as per---- | Basic Psychology, Aiken, L.R. pg. 315 Basic Psychology, Aiken, L.R. Ch. 5 Basic Psychology Swift W.P. Ch. 5 | |
| ste Buds mbre V. Tone | | | Project |
| d- | | | |
| and | | | |
| ns | | | |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-------------------|--|------|------------------------------|
| | <p>Given the materials the student will be able to conduct a test for color blindness, summarize the results, and draw inferences regarding the results</p> <p>After collecting pictures from fashion magazines the student will be able to analyze and discuss the use of illusion in proper dress for heavy and thin people</p> <p>Following independent study in the library the student will be able to identify 5 examples of camouflage in nature</p> <p>After independent reading in the textbook the student will be able to write an essay illustrating how handicapped people compensate for their handicap</p> <p>Given the materials the student will construct an after-image color chart. He will conduct a personal experiment, following trials with 2 colors he will predict what the results will be for 2 additional colors</p> | | Student presentation |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|---|------------------------------|-----------|------------|
| <p>As the stu- to conduct ndness, ults, and egarding</p> | Student presentation | | Project |
| <p>ictures azines the e to anal- e use of dress for ple</p> | | | Interview |
| <p>dent study student will 5 examples ature</p> | | | Quiz |
| <p>reading in udent will essay il- dicapped e for their</p> | | | Quiz Paper |
| <p>As the stu- t an after- He will l experi- with</p> | | | Project |
| <p>ERIC that the results will be for 2 additional colors</p> | | | |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy | Materials |
|---------------------------------------|---|-------|------------------------------|-----------|
| | <p>When shown a series of 5 paintings the student will analyze and identify the techniques used by the artist to create the perception of depth</p> <p>Given the materials the student will conduct an experiment to illustrate body adaptation to temperature. The student will record data, draw conclusions, and summarize the results</p> | | | |
| Unit XII | | | | |
| 1. Mental Illness | Given a list of the following | 2 | Lecture | Our |
| A. Mental Illness as a Social Problem | terms the student will be able to explain 80% of the following correctly | weeks | Reading | cial |
| B. Neurotic Behavior | ... Acute Hallucinosia | | | Gava |
| C. Psychosis | B. Acute Psychosis | | | Gro |
| D. Functional Psychoses | C. Amnesia | | | Ch. 5 |
| E. Organic Psychosis | D. Aura | | | Bas |
| F. Convulsive Disorders | E. Behavior Therapy | | | |
| G. Treatment for the Mentally Ill | F. Chronic Psychosis | | | |
| | G. Conversion Reaction | | | |
| | H. Convulsive Disorder | | | |
| | I. Delirium Tremens | | | |
| | J. Dissociative Reaction | | | |
| | K. Electric Shock Treatment | | | |
| | L. Fugue | | | |

| Time | Teacher Activity or Strategy | Materials | Evaluation Quiz |
|----------------------------------|------------------------------|---|--------------------|
| | | | Project |
| g 2 le wee's 7- ent | Lecture Reading | <u>Our Changing So-</u> <u>cial Order</u> Gavain, Gray, Groves Ch. 5, 6, 7, 8 Basic Text: Ch. 15 | Quiz |

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-------------------|--|------|------------------------------|
| | M. Functional Disorders N. Grand Mal O. Group Therapy P. Hydrotherapy Q. Hypochondriac R. Indoklon Therapy S. Insanity T. Jacksonian Convulsive Disorder U. Korsakoff's Psychosis V. Manic-Depressive W. Multiple Personality X. Neurosis Y. Neurotic Nucleus Z. Obsessive - Compulsive AA. Organic Disorders BB. Paranoid Reactions CC. Paresis DD. Paretic EE. Pathological Intoxication FF. Petit Mal GG. Phobia HH. Psychodrama II. Psychomotor JJ. Psychosis KK. Psychosomatic LL. Psychotic MM. Schizophrenia NN. Seile Psychosis OO. Strait Jacket PP. Taraxein QQ. Tic | | |

Teacher Activity or Strategy

Materials

Evaluation

Film: Treatment
of the Mentally Ill
Bedlam (2 hrs.)

Penn State
You Are There:
Dr. Pinel Unchains
the Insane 362.2-1
(27 min.)

| What? Content? | Student Activities | Time | Teacher Activity or Strategy |
|-------------------|--|------|--|
| | <p>Following a field trip to Byberry Mental Hospital coupled with independent reading in the text the student will be able to write an essay comparing and contrasting the modern treatment of the mentally ill with that of former years.</p> <p>After listening to a speaker discuss the problems of alcoholics the students will be able to write a 3 paragraph essay summarizing the problems.</p> | | <p>Field Trip</p> <p>Panel discussion after presentation by resource speaker from Livengrain</p> |

| Time | Teacher Activity or Strategy | Materials | Evaluation |
|--|--|--|------------|
| <p>rip to By-</p> <p>bit coupled</p> <p>reading in</p> <p>it will be</p> <p>say com-</p> <p>ting the</p> <p>of the</p> <p>at of for-</p> | Field Trip | | Paper |
| <p>a speaker</p> <p>ms of alco-</p> <p>will be</p> <p>aragraph</p> <p>g the pro-</p> | <p>Panel discussion after presen-</p> <p>tation by resource speaker</p> <p>feom Livengrein</p> | <p>Basic Psychology Paper</p> <p>Aiken, L. R. Ch. 10</p> | |

END